

MAJOR RECOMMENDATIONS OF RECENT GOVERNANCE AND ACCOUNTABILITY REPORTS

	MASTER PLAN FOR EDUCATION 2002	GETTING DOWN TO FACTS 2007	GOVERNOR'S COMMITTEE ON EDUCATION EXCELLENCE 2008	LITTLE HOOVER COMMISSION 2008
STATE <ul style="list-style-type: none"> • Secretary of Education • State Board of Education • Superintendent of Public Instruction 	<ul style="list-style-type: none"> • Create a cabinet-level Chief Education Officer (i.e., Secretary) to serve as Director of Department of Education. • Keep SBE but eliminate all staff. Limit SBE function. • Assign all functions related to non-fiscal accountability to SPI. 	<ul style="list-style-type: none"> • Simplify and clarify role of the state and state entities, pursuant to described principles of effective governance. 	<ul style="list-style-type: none"> • Provide authority to Secretary of Education to assume fiscal and programmatic functions of CDE. • Assign solely advisory functions to SBE. • Assign authority to SPI to oversee accountability, data and assessment, and interventions for failing schools. • Create school inspection model (New York City). 	<ul style="list-style-type: none"> • Eliminate Secretary of Education. • Create cabinet-level education position. • Provide authority to SBE to install a trustee and/or close schools.
COUNTY OFFICES OF EDUCATION (COEs)	<ul style="list-style-type: none"> • Provide COEs with resources to support districts' curricula and professional development, and empower them to monitor educational quality. • Examine consolidation of COEs into regional entities 	<ul style="list-style-type: none"> • Strengthen local control. • Permit flexibility over resources. 	<ul style="list-style-type: none"> • Provide authority to lead COE in each of 10 regions to provide technical support to districts. • Provide a progressive level of support for low-performing schools through COEs. <p>Create ACMAT* to monitor "academically bankrupt" districts.</p>	<ul style="list-style-type: none"> • Provide resources and authority to oversee/monitor local school improvement. • Create ACMAT* to intervene in low-performing schools and districts.

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LOCAL SCHOOL DISTRICTS	<ul style="list-style-type: none"> • Adopt unified school districts throughout the state. • Promote local districts' sharing of operations. • Adopt limited "home rule" constitutionally protected local control. 	<ul style="list-style-type: none"> • Strengthen local control. • Permit flexibility over resources. 	<ul style="list-style-type: none"> • Empower and support districts by shifting from compliance-based to performance-based system via data and evaluation (students, teachers, administrators). 	<ul style="list-style-type: none"> • Develop benchmark assessment tools.
DATA	<ul style="list-style-type: none"> • Create new, independent agency to manage data and create state-level analytical capacity. 	<ul style="list-style-type: none"> • Strengthen data collection and management to support effective teaching and allow for systemic evaluation 	<ul style="list-style-type: none"> • Create comprehensive student/teacher data system, linked to pre-K, college/career, and other information. • Use growth measures for assessments. 	<ul style="list-style-type: none"> • Link federal and state accountability criteria. • Simplify accountability report cards. • Improve Web accessibility for parents to understand individual, school, and district progress.

***Academic Crisis Management and Assistance Team (ACMAT)**